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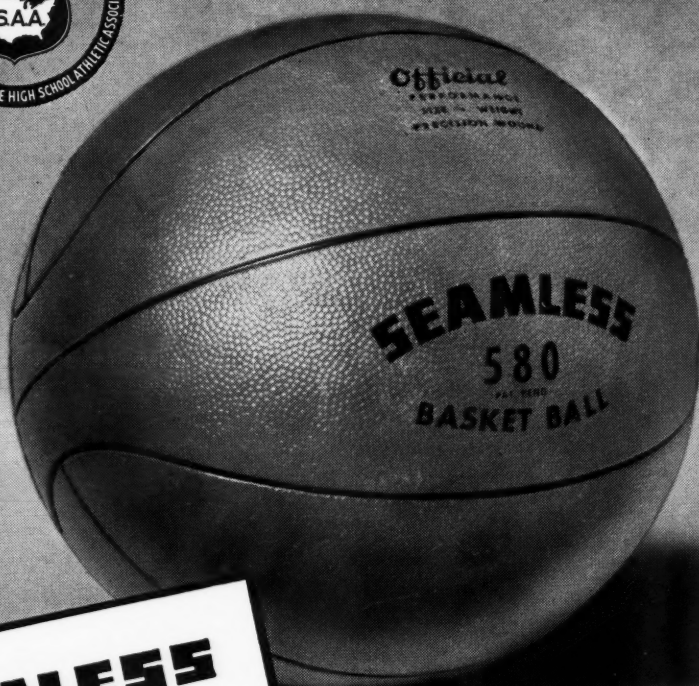
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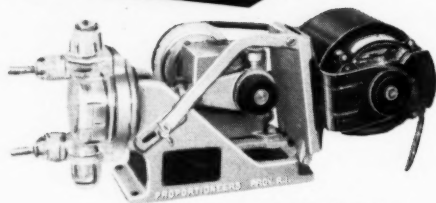
NEW HAVEN 3, CONN., U. S. A.

Camping Magazine, April, 1948, Volume 20, No. 4, Published monthly, except July, August, September and October, by Howard P. Galloway, for American Camping Association, Inc. Publication office: 122 E. Second St., Plainfield, N. J. Address all correspondence to Editorial and Executive office: 181 Chestnut Ave., Metuchen, N. J. Subscription prices: Membership in ACA includes Camping Magazine; to non-members, United States and Possessions \$2.50 per year, 35 cents per copy; Canada \$2.75 per year; Foreign \$3.00 per year. Make all checks payable to Camping Magazine. Entered as second-class matter December 24, 1934 at the post office at Ann Arbor, Mich. Re-entered January 2, 1946 at the post office at Plainfield, N. J., under the act of March 3, 1879. Postmaster: Form 3578 should be sent to Metuchen office.



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Sidelights

Well, spring is here. And with it you and I, and all the rest of us, get that feeling of wanting to be out of the city and back at camp. Back to the eternal realities of nature and to a respite, however brief, from the unnatural ways of modern urban civilization.

It's a good feeling, this. One which, if carried through with action, will help prevent us from joining what Walter Lippman has called the Spiritual Proletariat: "huge masses of people . . . collected in great cities . . . who have lost their roots in the earth beneath them and their knowledge of the fixed stars in the heavens above . . . who hear all the latest news and all the latest opinions but have no philosophy by which they can distinguish the true from the false . . . the good from the bad."

In the spring, too, our editorial emphasis in Camping Magazine changes. In the fall we try to have our content reflect the early planning stages of camp operation, the long-range projects which must be begun then if they are to arrive at fruition in time for the next camping season.

A little later on the issues take on more of the flavor of the practical pre-season planning, with more articles on leadership selection, training and the like. Still later, comes the time when you're in it up to your neck. And then we try to cram the magazine full of things-to-do-now articles.

It's no accident that Camping's content follows the seasons, follows your own wants and needs. Of course, it's harder work to put out a magazine timed to your interests, rather than just to run what is on hand whenever it is on hand. It is our thought, however, that doing the job this harder, better way is what you want and the manner in which we can best serve you. The number of nice compliments you've been sending our way indicates you like this editorial policy. For our part, we promise to continue it, and shall welcome articles describing your successful techniques.

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CAMPING MAGAZINE

OFFICIAL PUBLICATION — AMERICAN CAMPING ASSOCIATION

APRIL, 1948

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PHOTO CREDITS: Cover—Hazle M. Chapman, Caravan Camps, Inc.; p. 7—Los Angeles City Recreation Dept.; P. 9—Girls, courtesy Lois Johnson, Boys, courtesy Camp Mondamin; p. 14—Camp Manitowish; p. 17—Girls Scouts, New York.

Copyright 1948, by American Camping Assn., Inc.

Publisher and Editor: Howard P. Galloway
Assistant Editor: Isobel Walker
181 Chestnut Ave., Metuchen, N. J.
Advertising Representatives
New York: The Macfarland Co., 289 4th Ave.,
New York 10, N. Y. GRamercy 5-2380
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The Camp Age

By Dr. Ernest Harms

Broadview Farms Camps

The child's maturity in camp ways is

the basis for a new camper classification proposed by the author



DURING the first decade of this century when the importance of psychology in almost every aspect of life in our civilization was becoming impressive, the as yet unconsolidated early results of this science were applied impulsively by its eager representatives to almost anything and everything that came their way. Little consideration, however, was given to the unexplored possibilities and specific values of these applications or the actual needs of a situation before the enthusiasts went into action.

Only recently have we begun to realize that children's camps and life in them are a separate and

individual world and that, therefore, they have their own particular psychology, as has any social group or sphere of human existence with a very specific character. And we are on the way to understanding this sphere's own psychology. It will, however, certainly require many years of considerable study and effort before a perfect and valid camp psychology is developed.

There are certain aspects of this camp psychology which are more or less basic in all human activity and at the same time the best medium with which to introduce the dynamics of camp psychology. I have selected, therefore, for this short article one of the basic aspects which seems to me to be especially valuable in understanding the difference between the real camp psychology and the application of abstract general psychological viewpoints which have nothing to do with the inner and the external life of the camp world.

Present-day psychology considers the developmental aspect one of its basic concepts. This concept teaches us that the human psyche undergoes a certain development which in itself causes

changes to take place in the life of individuals during the various stages of youth and adult life. We know of the different specific behavior patterns characteristic of the infant in the various stages of its development, we speak of the pre-school stage, of the pre-adolescent stage, of adolescence and of post-adolescence.

Various psychologists have contributed in their writings detailed descriptions of the differences between the behavior patterns belonging to these various stages of development which seem to correspond in certain respects to the various physical ages. To these observations educational psychologists have added their own observations and studies in regard to the specific types of intellectual development which under normal conditions should be valid for certain physical age levels. These studies have taught us, however, that there can be a great difference between the physical age and what is called the mental age of an individual; some children are intellectually more advanced than what is considered normal for a certain physical age level and some are behind.

Recently another classification

in age levels has been brought forth. It is what we may call the emotional age level. This classification concerns itself with the emotional development of the child, which again can advance at a different rate of speed than the physical or mental age.

Our psychology of camp life, which we have started to develop, has a similar classification in the age development of the child, which may be called the "camp age." The need for a classification of this kind can hardly remain unobserved by anyone who attempts to understand the inner life of the group of children entrusted to his care. Some who have had the opportunity to observe very outstanding cases of the camp age problem have been amazed and rather puzzled by it.

Let me illustrate the point by telling the case history of one of the children brought to us,—a little girl of nine, who was described as having an easy social behavior but as being a year and a half behind in intellectual development according to her school level.

During the trip to camp Betty sat still, reading her comics. She did well the first evening in unpacking and arranging her belongings and expressed in everything an easy-going, willing and friendly attitude during the first day. She was neither socially unsure, nor was she aggressive.

Usually we fill the first one or two days at camp with nature walks to familiarize the children with our grounds and the environment of the camp and to have a practical opportunity to test their fitness for camp life and their general capabilities and needs for adjustment. We discuss outdoor life on these walks and learn a few simple facts about the plants and animals which come across our path. When I announced the first walk and explained its purpose, Betty showed the first signs of a livelier interest than the rest and when the group assembled she was anxious to be by my side, a position she held not only during this first walk but during all such walks and similar occasions.

That little girl afforded a truly amazing experience. Betty, who supposedly was dull and a slow learner, not only showed the highest degree of curiosity about facts of nature I have ever experienced from a child under 12, but she also retained them equally well and was able to coordinate what she learned and to compre-

Camp Directors may not all agree with the conclusions Dr. Harms has drawn. Believing that pro and con discussions are the best way to bring out the best thinking of camp people, "Camping Magazine" will welcome comment and opinion on this article for publication in future issues.

hend and to reason about these facts to a degree I would attribute to enthusiastic teen-agers of 14 and older. During the entire camp season Betty proved to be our best camper, outdoing even the older ones who averaged 15 years of age.

She was not only the best in understanding nature and the facts connected with camp life; she was also the best in performance. She even worked herself up to some kind of leadership, which, however, she held only when it came to performing practical feats. Socially she was hardly ahead of her physical age; but she was, in the terminology of camp psychology, at least as much ahead of her physical age in her "camp age" as she was behind her physical age mentally. She had the camp age of, I would estimate, a child of 12.

Another case which may help to impress the reader with the validity of a camp age classification is the following one. We deal now with a 13-year-old youngster coming from a very wealthy family in a metropolitan environment of a large mansion with two elevators, his own car, riding-horse and personal attendant. This youngster had an amazing adaptability to modern city and society life, in which going about alone in a big city or making an unaccompanied train trip across the continent or even a sea voyage to Eur-

ope would have been a natural event. However, when he was sent for a summer to a simple summer camp, the experience proved to be almost a mental and social catastrophe.

Although the youngster, who was above average intelligence, had, even with a certain curiosity, voluntarily agreed to go to a camp, nothing came from the realistic experience of camping but an infantile insecurity. There was no feeling of pride or sense of accomplishment in doing things for himself, such as making his bed, carrying water, sleeping on the ground in the open, building a fire, and preparing meals in the out-of-doors.

This boy who, with complete nonchalance and perfect security, would walk at midnight through the Times Square crowd in New York City, was terrified by the idea of going in the dark from one camp building to another. A bee or a wasp coming near would call for a full minute of loud screaming. All natural life was primitive; hot-house flowers were nicer than those in our meadows and farm life was dirty.

Although there was a tendency which would have allowed this youngster to become a fairly good camper, it would have been a hopelessly slow process to find a real approach to camp life. He was almost incapable of "growing up" in an atmosphere of open-air living. He was in what may be considered the new-born infant stage where knowledge and experience in the important question of the camp age are concerned.

During recent years camp workers have become more and more conscious of the necessary difference in the entire camp environment for the kindergarten-age child, the public school-age child and especially for the adolescent. Age has something very basic to do with camping, good camping and successful camping—successful insofar as it matures the experiences of a child. If we will continue our present serious attempt, we will in a few years be able to develop model camps and perfect camping for the various age levels.



No child, of course, will benefit very greatly from summer camp recreation if consideration is not given to the degree he is maturing in his actual camp experience. We will have those who are slow in maturing in camp experience, just as we have them in the regular schools. We will also have prodigies who are beyond their years either intellectually or emotionally or both. And we will have the incurables who will never grow up in their camp experience or profit from camp itself. We must, if we really wish to learn the most essential thing about the children entrusted to us, ascertain from the start of the camp season their status in regard to their camp age.

This, of course, leads us to the practical question of what to do with the child who falls outside the normal camp-age group. There are two factors to consider in regard to this. One is the matter of general adjustment for the child and the other is the matter of practical learning for the child.

Some may think that a child who is ahead of the age group in camp maturity is an easy camper and will, therefore, present few problems and difficulties. This is not all true. These fast-advancing youngsters can be almost as much of a problem as those who advance very slowly or not at all. We must always bear in mind that most of our children are city dwellers and that the urban life pattern is their natural social environment. The child who strives too intensely to make out well in a life pattern entirely op-

In organizing activities the camp age of campers should be taken into consideration.

posite from his own—as is the rural life pattern of the camp—is usually a child who has been having more or less serious conflicts to face in his city world, which he is not asked to face in the camp. There are few children who are really able to live in both worlds at the same high rate of advancement.

Whether it is a matter of a personal inner disbalance or a problem of inner conflict with society in the city world, almost all these children with a tendency to speedy advancement in their camp age have an inner psychological problem of one kind or another. There was, for instance, a definite conflict of this kind in our little Betty. She was not able intellectually to live up to the environment in city and school. This made her strive to excel in the more simple existence required of her in camp and enabled her to enjoy to the fullest all that camp life had to offer. We must be careful to watch out for this if we wish to give the child not only real and lasting benefit from the camp, but also a sound basis for advancement in a general adjustment to the life he will have to return to at the end of the summer season.

Those whose camp age progresses very slowly have, of course, an outer conflict with this kind of experience which they are unable completely to overcome. Our wealthy society youngster was so strongly imbedded in the city-life

pattern that there was little hope he would ever get any enjoyment or any real personal advantage from the weeks spent in a camp community.

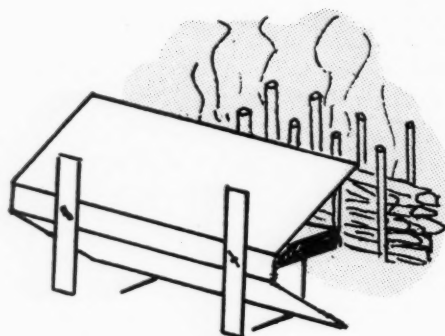
With the slow adjusting child it is important to find out whether the conflict is a general one concerning the whole pattern of camp life or a more specific one concerning the social environment of the particular camp group. Frequently friction between personalities can block a child's progress in camp. The famous "I want to go home" or the "I don't like this camp" can be caused by nothing more serious than a mere temperamental clash between two campers or between a camper and a counselor.

Unfortunately, under the influence of our psychologists, we have over-estimated beyond justification the personal problems of this nature arising in camp and we have underestimated the great importance of the difference in the general social and life pattern between the camp and the urban community. The simple fact that our city children have no real relationship with nature is one we must not fail to keep in mind.

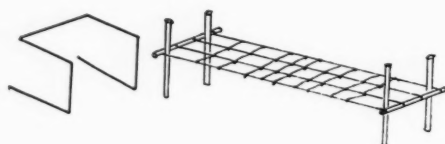
There are many factors concerning this growing age which one should discuss in great detail, but which in any case could not even be mentioned in such a brief article as this. However, I do hope that our more serious camp workers will find in this presentation helpful suggestions which they can apply to their own thoughts and ideas on the various problems pertaining to children's camps today.

Two Wings And a Fire

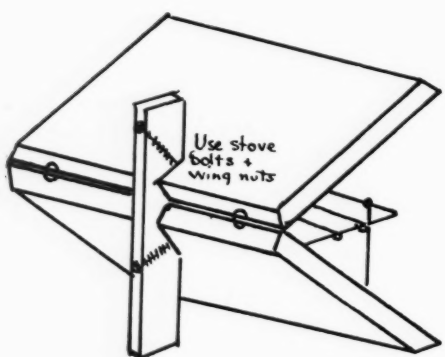
By Pierson Curtis
Camp Wabunaki



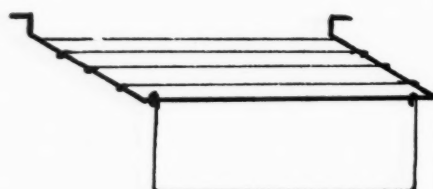
Sketch 1



Sketch 2



Sketch 3



Sketch 4

ON A TRIP in the woods, most counselors depend largely on the frying pan as the companion of the cooking pot. The result is likely to be monotonous, expensive diet and too much grease.

A little ingenuity, some home-made equipment, and a bit of private practice at reflector baking will add the possibility of baking perfectly anything that can be baked or roasted in a kitchen. The total equipment can cost less than a dollar and weigh less than a pound. You can show your campers how to make their own equipment, then train them in its use in your own campcraft center.

A reflector baker is, fundamentally, nothing but a baking pan with two or more shiny reflecting surfaces, placed to throw heat evenly on the pan from all sides. The simplest type consists of two flat reflectors joined at a right angle and stood up in front of a high, hot fire, with a pan suspended between.

The pan may be suspended in two ways: by a piece of bent fence wire heavy enough not to sag too much; (as shown in sketch No. 2) or by a tight hammock made of very light wire stretched between two short pieces of light steel tubing (such as sections cut from a cheap steel fishing rod, ski pole or golf club shaft). This is strung over four green sapling stakes set well out to the sides of the fire.

The hammock is lighter; and when strung up, the far ends are very handy to keep food warm and to dry pans and dishes (or socks) after the meal. It should be leveled by sliding it up or down the smooth stakes, using a pan half-full of water as a guide.

The fence-wire frame should be bent carefully to measure, with clean, right-angle turns. Use heavy pliers, or a vise and hammer. To be carried flat in a pack the legs can be twisted up by hand, and then untwisted to use.

The baker itself can be made of tinned sheet-steel (not zinc, which softens), of flat aluminum sheeting or of two cookie sheets.

For an adequate, take-down baker, cut two pieces, 12" x 18", with metal shears. Then turn up two inches, the long way, at an angle of 45 degrees. Drill a couple

of holes through the turned-up edges. With two one-inch stove bolts, two wing nuts and a couple of foot-long pieces of lath drilled 7 1/2" from one end, set up your baker.

A very satisfactory folding baker can be made of shiny aluminum or tinned-steel baking pans of fair size, hinged together like a clam-shell with wire loops. Wooden supports to hold these open at 90 degrees can be shaped with knife or jig-saw, and attached with stove bolts and thumb screws. (See sketch No. 3)

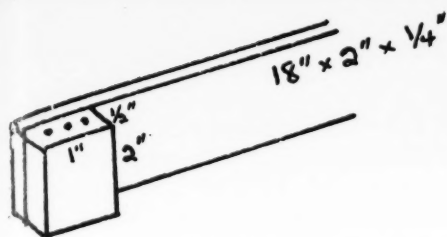
A wire grid made of coat-hanger wire or something similar can be hooked into the wire-loop hinges inside and supported in front by a wire U resting inside the lower pan. (See sketch No. 4)

Two pans, a little smaller, can be nested into the closed baker together with the grid and the wooden support. Any greasy food such as bacon or meat can be packed into the pans.

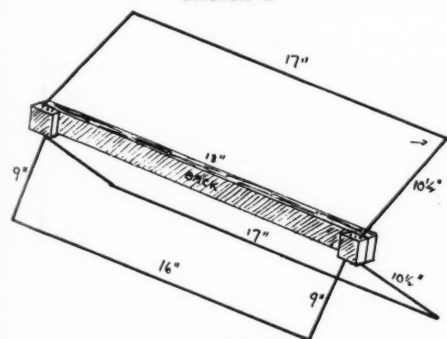
But the last word in lightness and cheapness is a wire-frame baker covered with aluminum foil or aluminum-coated insulating paper. Materials needed are a few feet of galvanized wire about the stiffness of coat-hanger wire, a thin slat of wood, 1/4" x 2" x 18", and two sheets of aluminum foil, 20" x 12" (sold by the 30 to 40 foot roll for 50 or 60 cents by your local hardware store, or builders can supply excellent and durable aluminum-coated insulating paper.) You need also a few small screws or some casein glue and a couple of small hardwood blocks, 1/2"x1"x2". (See sketches 5 and 7)

Take the 18" slat of pine or any well-seasoned wood. Glue or screw the two blocks to the ends. Drill some holes, as shown, through the blocks, the same gauge as your wire. Then take three lengths of wire, 42", and 38", and bend them sharply as in Sketch 6.

Insert the wires as shown and stretch two aluminum foil or paper sheets, 20" x 12", over the upper and lower frames. (Paste or crimp foil over the wooden frame to protect it.) The foil sheets can be crimped into place over the wire frame and aluminum paper can be held with ordinary paper clips or pins. As al-



Sketch 5



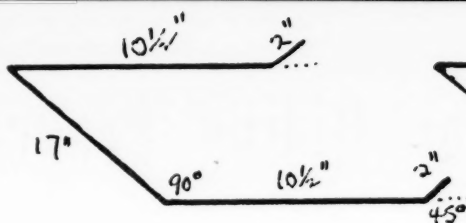
Sketch 7

uminum foil reflects over 85% of the heat, it will not burn at baking distance.

This, with the fence-wire support or the hammock described earlier, and two pans, is ideal for light-weight mountain trips. The whole thing weighs scarcely more than the frying-pan you can leave behind, and you will find that almost anything will fry faster in the baker.

And now, the baking fire. This is where indoor cooks, used to gas or electricity, will have trouble. You need a hot, steady, high fire that at baking distance, usually 15 to 24 inches, will make the back of your hand uncomfortable in three or four seconds. An ordinary cooking fire is usually too low, too likely to roll out embers under the baker, and too unsteady in throwing heat sidewise into the baker, especially when new wood is added.

If three or four 18" high fence-wire hair-pins, or croquet wickets, or 24" lengths of small gas-pipe are carried, your high-fire problem is half solved. Drive in a row of three or four, not more



Front wires Make two.

Sketch 6

than a foot in front of the back log or back wall of your fireplace. Build a high narrow fire of long, wrist-thick pieces of firewood behind this fence, and keep adding wood only at the top or back. You will soon have embers at the bottom, glowing wood in the middle and flames at the top, all pouring heat steadily into your baker.

On a beach, or wherever you do not wish to build a fireplace, drive in two parallel rows of pipes 8" to 10" apart, and set one or more bakers on each side. The bakers will reflect heat back and forth across the fire and speed up your cooking. An empty reflector makes an excellent backing for any baking fire.

Finally, see to it that your blackened baking pan—which must not be shiny on the outside—is set far enough back from the fire, so that the front edges of your cake or bread-stuff do not burn. This distance will vary with the heat of the fire (use hardwood when you can and never pine); with the recipe; and with the distance. 18", or a little less, from a good fire to the front of your pan is usually right. Test the heat with the back of your hand. Count five, and if your hand can stand it, build up the fire or move closer.

Remember that the reflecting surfaces are like mirrors. The angle is important, especially of the upper surface. Tilting this back away from the fire reflects the heat toward the front of the

pan. Tilting it forward brings heat to the back of the pan. Leave some space between the pan and the back of your reflector so that the reflected heat can bounce onto the back edge of your pan.

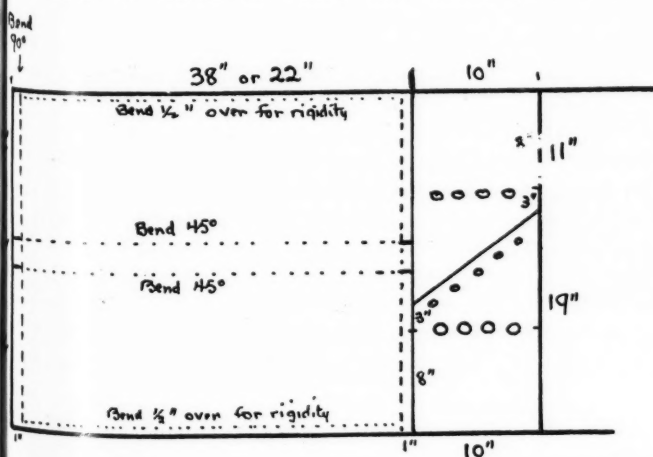
As to what you can cook, the answer is anything from toast to a turkey, if the reflector and the fire are big enough. Last summer, we did a 12-lb. leg of lamb to a turn in two hours—actually better than in most ovens—in an aluminum-foil baker.

A complete dinner at one fire is made easy by hanging pots well above on a lug-pole and using two bakers.

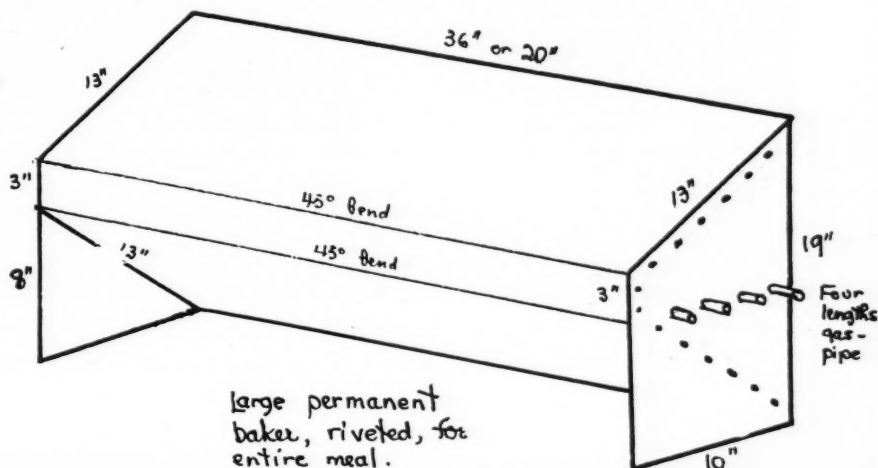
A de luxe model aluminum baker for use at the home campcraft center or in front of the lodge fireplace is illustrated in Sketches 8 and 9. A 30" x 96" sheet of heavy flat aluminum costs about four dollars and will make two magnificent 36" bakers.

Anyone who is interested in securing one of the aluminum-foil mountain bakers, ready for use or as a model, complete with pan, support, a refill of foil, and recipes, can order one from W. B. Stebbins, 5A College Road, Durham, N. H., at \$1.50 prepaid.

Camp directors who wish to have counselors able to teach campcraft and woods cooking, would be wise to send a counselor to be trained at the annual Maine Campcraft Conference, near the end of June. Address Camp Blazing Trail, Denmark, Maine.



Sketches 8 and 9



Large permanent baker, riveted, for entire meal.

How GOOD is Your Riding Program?

Have a GOOD riding program in your camp or none at all declares this expert in camp horsemanship

By Albert J. Drachman

Riding Master, Fenimore School of Horsemanship

Part I

A CAMP'S enrollments and prestige are greatly increased by a good riding program. Riding is popular with nearly everyone and when properly taught, benefits children who do not take part in other camp activities because of physical handicaps, extreme youth, or lack of interest. It is particularly valuable for girls because it requires suppleness and flexibility rather than physical strength. Moreover, it has the appeal of being a socially valuable skill for adult life.

The riding program, however, must be a good one. The equitation at children's camps is usually either excellent or actually undesirable; there seems to be no middle ground. A poor riding program is worse than none. Correct riding instruction builds up confidence and poise; but improper teaching may induce physical strain or create either recklessness or undue timidity in your riders.

What determines whether this activity will be a cause of pride and gratification, or a source of danger and disappointment? The main factors are: the riding master, the horses, the physical equipment, and the attitude of the camp directors. Wise directors save themselves time and worry by first choosing a competent and reliable man or woman as riding master and leaving to him or her the selection of proper horses and equipment.

In any event, the success or failure of the entire program hinges upon the riding master. Hold him responsible for producing good results and give him the freedom to use whatever methods

his experience has shown will produce those results. Too close supervision of the technical details will defeat its own purpose. Only the person who works with the horses, riders, and equipment day in and day out can tell which children require private or semi-private lessons. Only the riding master knows which horses may be temporarily unsafe to use, how each one should be handled, and what supplies, repairs, and additional equipment are needed.

For safety, for satisfactory progress, and for your own greatest benefit, the riding master should have this authority. This includes the right to forbid a reckless rider to ride at all. The man or woman who has this responsibility has a serious, demanding full-time job, and should not be expected to undertake any other duties, including that of grooming the horses.

What constitutes a good riding master? Many applicants for the position may understand horses, but not know what constitutes good riding. This group may include farmers, livery stable men, and grooms. Another group, even more commonly found at camps, consists of those skillful riders who may not necessarily be good teachers; this includes many cowboys, college boys, and beginning instructors. A satisfactory riding master for your camp should have several years' experience as an instructor and a strong sense of responsibility for the children's safety and progress. He must have a good knowledge of horses and their care, enough to direct the groom and to know when to call in a saddler, blacksmith, or

veterinarian. His riding need not be showy, but he must ride with ease, lightness, and relaxation. He must be a born teacher, knowing instinctively how to suit his methods and explanations to each pupil.

Few of these qualities are likely to be found in a concessionaire—a local farmer, stable, or dude ranch man. On the contrary! The concession system, practiced by some camps, is almost certain to result in hurried, inadequate instruction, with little attention paid to the needs of the children, or perhaps even to their safety. It would be satisfactory to contract with a good riding school, but there is seldom one near a camp. This article will presume, therefore, that your camp engages its own riding master.

Now, what should you expect from him? I mentioned above that you cannot expect to judge too closely the details of his work; but you can judge its over-all quality. Here are some qualities to look for.

Does he try to advance his pupils too fast? For proper instruction very little ground should be covered at each lesson, but what is taught should be given safely, thoroughly, and interestingly. Furthermore, he should be teaching on every ride, even cross-country outings and pack trips. No rider is ever too advanced to learn more about horsemanship.

The instructor should never take more than two beginners at a time unless he has an assistant, in which case the two may together take as many as four novices. No one, however skilled, can

really insure the safety of more than two beginning riders at a time; if one of the children in a large group should be injured, you would have no valid excuse. From the point of view of education, too, the riding pupil should be corrected as soon as he performs any operation improperly; otherwise it soon becomes habitual.

For at least one lesson, and for as many more as may be necessary, the novice's horse must be kept down to a walk. At this slow gait, even the complete beginner can practice many interesting mounted exercises, which make the lesson enjoyable and develop balance, relaxation, and confidence. The instructor's greatest skill will be called for in retraining those pupils who already have developed bad habits from previous poor instruction elsewhere.

The good riding master will see that everything in his department is in safe and efficient condition. He should have the authority to order feed, repairs, or services when they are needed, or to requisition them from you with the assurance that they will be forthcoming. He needs this assurance in order to safeguard the lives of your campers and upwards of a thousand dollars' worth of horses and equipment, all of which have been confided to his care.

The riding master should be accommodating. He should willingly adjust his activity to the general camp program and gladly cooperate in camp circuses and other events. In emergencies—and only in emergencies—he should pitch in and do the work of the groom, or stay up at night with a sick horse.

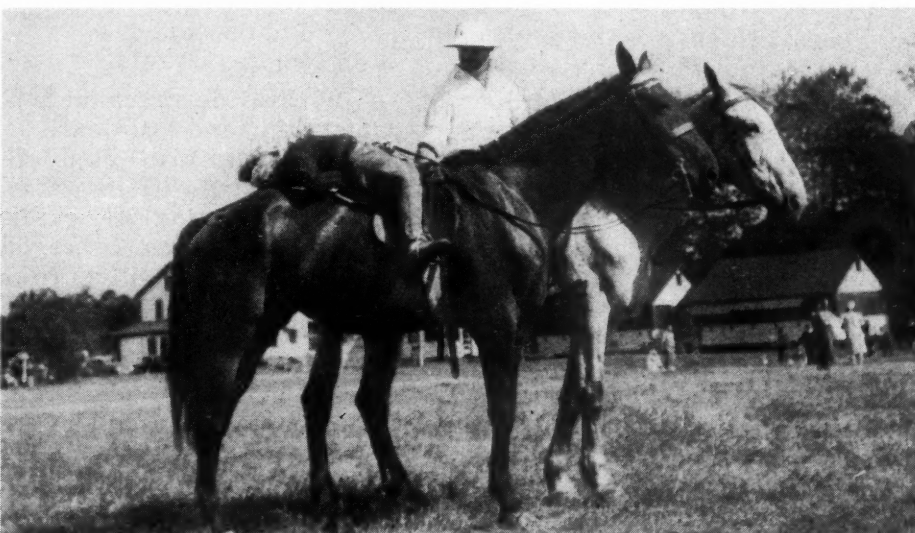
The Horses

Some of the best camps own their own horses. Theoretically this is the ideal situation, but practical difficulties make this system completely unavailable to most camps. The horses must be provided for over the winter. If allowed to stand idle too long, they revert to a partially wild condition. Your instructor will then have to report two or three weeks before the camp season to

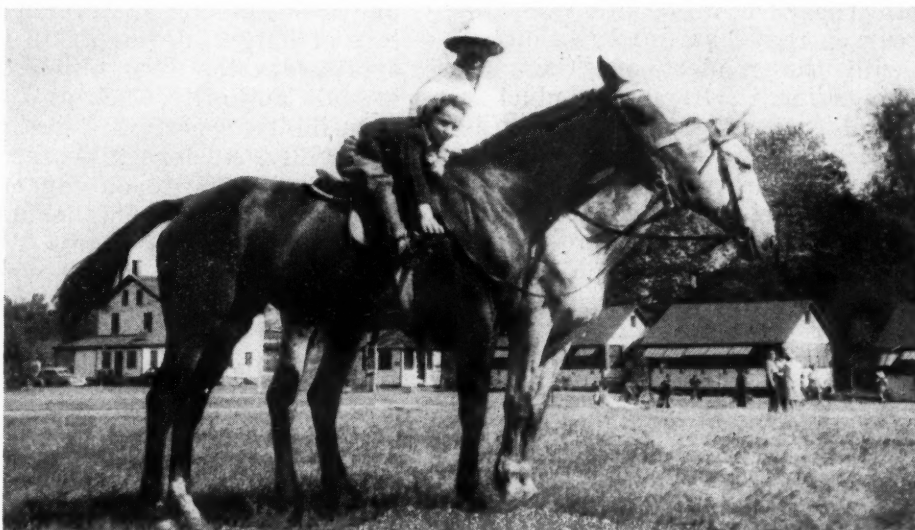
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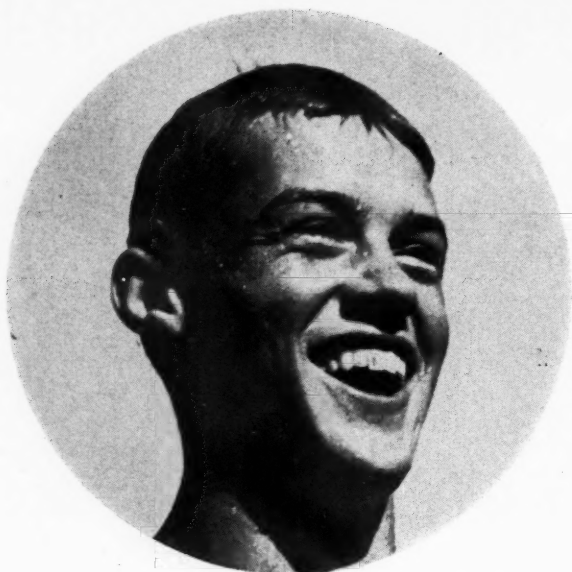
POSTING—Seven-year-old camper after only three hours of riding. Notice erectness, low heels, relaxed elbows and wrists



BACK BEND—No interference with horse's mouth; no tendency for arms or legs to fly up. Observe her balance and relaxation



TOE TOUCHING—Exercise for balance, suppleness and confidence. These are school horses, well trained for children's use



What Parents Expect From Camp

A survey of 200 campwise families

shows us what parents would like camp to do for their boys

ONE OF the most rewarding parts of a camp director's diversified activity is working with parents in guiding youngsters. A close home-camp relationship cannot fail to benefit the child, and both the parents and the director are better pleased with the results of the camping experience.

Two years ago, in order to get parents to pool information on child guidance and to gather ideas on camping, we sent a questionnaire to nearly 200 campwise families. After tabulating the returns, the results were mailed back to all participating families.

So many parents found help in the specific information in the survey that I am glad to share it with the readers of "Camping Magazine." If you conduct a similar investigation among the parents of your campers, the results will prove not only interesting but helpful as well, and the parents will be grateful to be able to compare their solution of guidance problems with those of other parents who have boys of the same age.

The question we are most concerned with at this time is the question "what can camp do to help you most to bring your boy to useful manhood." The answers, tabulated according to age groups, are listed in the order of the frequency of their occurrence:

8 — 9: Provide masculine companionship and guidance of trained men, give character training in straightforwardness and consideration of others, teach good sportsmanship, inspire boys to admit spiritual feelings.

9 — 10: Teach good sportsmanship, develop self-confidence, develop initiative and creative resources, teach discipline and orderly way of life, teach consideration of others, teach concentration, encourage in sports, teach to work with hands, develop a hobby.

10 — 11: Teach to live in a man's world, teach to win modestly and lose gracefully, develop a love of nature, develop skill in sports, develop recognition of lawful authority, accept responsibility, perform duties cheerfully, encourage neatness and cleanliness, teach concentration, develop intellectual pursuits, overcome shyness.

11 — 12: Teach to mix with other boys and men, develop good sportsmanship, develop cooperation, develop independence, instruct in sports, develop abilities, teach honor and loyalty, teach to use time well,

encourage self-expression, teach consideration of others, encourage competitive spirit, build healthy, strong body, instill love of nature, develop sense of responsibility.

12 — 13: Teach concentration, develop cooperation, instill high ideals of good citizenship, teach to mix, develop sense of responsibility, develop self-confidence, encourage to win and lose gracefully, teach tidiness, self-respect, self-confidence, and self-reliance.

13 — 14: Develop self-reliance, develop interest in varied activities, teach clean living, mix with others, instruct in sports, teach responsibility, neatness, cleanliness, foster competitive spirit, and build strong body, develop physical courage.

14 — 15: Develop clean life morally and physically, develop strong body, teach sports, develop friendships, respect for others, independence, sense of responsibility, self-reliance, ideals of manliness, good sportsmanship, honesty, honor and patriotism, discipline and allow no laxness.

15 — 16: Develop sense of responsibility, instruct in fair play, teach to mix with others, develop self-confidence, teach consideration of others, discipline, cooperation, good habits, and to win and lose graciously.

By Bradford M. Bentley

Director, Camp Wyanoke
Vice-President, New England Section ACA

Publishing a Camp



EVERYONE at camp is interested in what is going on, what the other fellow is doing, and a camp newspaper is the best possible medium for satisfying this need. The paper also takes the place alongside clay modeling, basket making, dramatics, etc., as a "camptivity" of interest to certain campers. Those with journalistic leanings will want a paper, just as those with acting ability will want a theatrical group. Moreover, the objective of the paper will be to foster not only news reporting, but, perhaps more important, creative writing and other phases of self-expression. This should not be confined to staff members. Everyone in camp should be encouraged to write and contribute.

Preliminary stages

Prior to the arrival of the campers, an advisor for the paper should be selected. One of the counselors, he should have experience on either commercial newspapers or else on those published by school and church groups. Soon after the campers' arrival an organizational meeting should be held, with a delegate from each cabin, to consider the election of editors. The boys and girls themselves should decide on the number of editors needed, but a skeleton staff should have at least an editor-in-chief, news, sports and feature editors.

A workable definition of editorial duties can be formulated somewhat along these lines:

Editor-in-chief: To oversee and coordinate work of staff editors; to judge story significance and allocate leading space accordingly; to aid and advise in page makeup; to arbitrate in cases involving classification or treatment of stories; to keep the advisor advised of his plans, progress and needs; to write editorials.

Associate editor: To integrate work of news, sports, feature and copy editors; to bring important

stories to the attention of the editors; to write heads and help in makeup.

News editor: To assign beats and other specific assignments to news reporters; to check all news copy, including items by cabin reporters; to inform feature and sports editors of any news stories which may also have feature or sports value.

Sports editor: To assign beats and other specific assignments to sports reporters and to check all sports copy; to make up sports page.

Feature editor: To assign feature stories to writers and to check all feature copy, including editorials, jokes, poems, fiction, inquiring-reporter polls, etc.; to make up feature page.

Copy editor: To check all copy for accuracy of punctuation, spelling and grammar; to write heads and assist in page make-up.

Art editor: To draw pictures, cartoons and sketches, design distinctive column headings and to print headlines. If more than one artist is available, this work can be split up. For example, a commercial art student could specialize in printing heads.

Make-up editor: If the staff has such a person, he should work right with the editor-in-chief and associate editor in handling make-up of the various pages, relieving the sports and feature editors of this task.

Circulation Manager: To distribute papers to proper groups

and individuals; to form a mailing list of interested organizations and newspapers and to send them copies of the camp paper.

The following list of persons and organizations should be able to provide story material in most camps:

News: director's office, dietitian, dispensary, program director, craft shop, glee club, dramatic society, camp council, business manager, counselor organization, visitors from sponsoring agency, post office, store, bank, alumni association, all cabin groups. Many camps, of course, may have activities or groups that are exclusive with their camp, hence they will have additional regular sources for stories.

Sports: Recreation director, various teams and leagues, results of meets, field days, etc.

Equipment

Most camps will find it too expensive to have their paper printed, hence they will resort to mimeographing, which is quite adequate. We will assume that a typewriter and mimeograph machine are available in the office.

The following approximate estimate of supplies is for a four-page paper (with allowance for one or two special six-page issues), printing 200 copies a week and running for the entire eight-week camp season: 16 reams mimeo bond paper 8½x11; 3 reams copy paper 8½x11; 40

stencils; 1 bottle correction fluid; 2 pounds mimeograph ink; 1 stapler; staples; 5 styli (various sizes); 1 lettering guide; slip sheets; 50 drum protection covers; postage stamps. The total cost for this equipment should not cost much more than \$65.00.

Source material

Books related to journalism would also prove valuable in the office. There do not seem to be any dealing specifically with camp newspapers, but the following pertain to school papers and contain valuable information:

Junior English in Action, J. C. Tressler and Marguerite B. Shelmadine; New York, D. C. Heath and Co.

A Student's Journalism Laboratory, Lambert Greenawalt; New York, Thomas Nelson and Sons.

The Boy's Book of Journalism, G. L. Knapp; New York, Dodd, Mead and Co.

Journalism for High School, C. Dillon; New York, Barnes and Noble.

Newspaper Editing, Grant M. Hyde; New York, D. Appleton and Co.

If at all possible, measures should be taken to insure a steady flow of news into the office, rather than have an avalanche of stories the day before publication. The feature page material is not generally last minute, hence all stories, poems, quizzes, etc., can be obtained and typed up early in the week assuming the newspaper is to come out on Saturday. A later deadline can apply to the editorials, since they may pertain to more topical or spontaneous issues. Most of the news from cabin reporters can usually be turned in near the beginning of the week, as is the case with historical or statistical news and sports pieces. This will leave the last part of the week for vital or late stories.

At least two or three days before publication, the various editors should consult with the makeup editor regarding page layouts, or with the associate editor if there is no special makeup man. They should give him some idea of the main stories they expect to get, so that he can proceed with his important duties. In a four-page weekly, generally the

front page will carry news and major sports stories, features will occupy the second, features and sports the third, with cabin news, general news and continued stories on the fourth. This, of course, is no hard and fast layout. Again speaking generally, the most typographically presentable layout for papers using 8½x11 paper is to have three columns on pages one, three and four, two columns on page two. One of the advantages of mimeographing is that pages can be varied a great deal. For example, the front page could have three columns but an important story could be highlighted by giving it a double or triple column spread across the bottom of the page.

Once makeup has been decided for the issue, typists can start work. First it is advisable to type the stories in finished form on paper ruled according to column size, so that an exact estimate can be obtained regarding the space each article will occupy. One means by which this step can be bypassed is to count the number of words in the average column inch and then apply this scale to stories which are ready for stenciling.

Running stencils

As soon as the stencil for any page is complete it should be run off, thus avoiding a last-minute rush on the mimeograph machine. The feature page, for instance, might be finished and run off by Wednesday or Thursday.

If the paper is to appear on Saturday, there should be very little space left open on the stencils by Friday morning. A supply of poems, brief stories, jokes and other filler items should be built up as soon as possible, for use in emergency situations where expected stories fail to materialize. These fillers should not be selected haphazardly, but should be meaningful and fit in with the regular content of the paper or at least with the camp environment.

Final stenciling, mimeographing, stapling, etc., should be accomplished during the afternoon or the evening preceding publication day, depending on when the last piece of copy is completed. Distribution can be made that night to camp personnel and to

cabin counselors for distribution the following morning to the campers. Another method would be for the papers to be given out the next morning as the campers leave the dining hall following breakfast. Placing papers on the tables may exert a distracting and detrimental effect on the morning meal.

Post assignments

If the paper comes out on Saturday morning, a list of next week's assignments could be posted on the office bulletin board that afternoon, and all staff members should be cautioned to watch for story possibilities over the weekend. Any additional assignments can be made at a Monday or Tuesday staff meeting.

Shortly after publication of each issue, it will generally be wise to conduct a staff autopsy of the finished product, not in the sense of wishing for what might have been, but in giving constructive criticism and praise where necessary. All editors and reporters should be encouraged to participate in the discussion.

One of the most important tasks of the paper, in keeping with general camp objectives, is to promote creativity and self-expression. The chief means of doing this is to allot ample space to work contributed by the campers, taking care to check such feature material from completely dominating the scene and thus destroying the "news" function of the newspaper. Beginning with the first or second issue, readers should be encouraged to write and submit poems, essays, short stories, etc., with emphasis on those dealing with or influenced by the camp setting and spirit.

When the entire session is over, it is the advisor's task to see that files and back copies are in order so that next year's staff may have some idea of what was done by their predecessors.

It is nice to have a paper each season, but establishment of a traditional newspaper, with the same makeup, style, news treatment, etc., year after year, should be avoided, since this may ultimately lead to stereotyping and hence suppression of independent expression.

Setting

The Campcraft Stage

By Catherine T. Hammett

Chairman, Program Committee, ACA



ILD DAME Nature gives us many things for campcrafting—rocks and logs for fireplaces, clouds, books and turtles for enjoyment, hills for hiking, willow for whistles or green sticks, clay and gourds for utensils. The whole world is a treasure chest but campers need help in using the treasure Mother Nature has placed on the campsite. Directors who hope that good outdoor activities will be the basis of camp program (and what else would they hope?) must plan a few supplements to Nature and aids to the Counselor who is trying to make good campers out of the youngsters in his care.

Before camp opens, plan to have:

Counselors who like doing outdoor things, and know how or are interested in learning.

Tools and equipment for the campers to use, kept in a readily accessible place.

Books that help staff and interest and help campers.

Plans that make it simple to secure food for cookouts, ponchos for overnights; etc.—plans that stimulate interest in campcraft.

Let's look at each of these areas, and see what can be done in the living units of tents, cabins or small camps, to stimulate and aid the promotion of good campcrafting.

Staff

Be sure each counselor knows from the very first that those who can "live in camp and like it" are preferred. Teach them fundamental skills that help them to

be comfortable in camp, skills that they can pass on to the campers. Encourage staff to attend outdoor activity courses in town this spring. Once in a while during the camp season have some good outdoor occasions just for staff, such as a cookout without campers.

A special campcraft counselor is the first step but all counselors should gradually gain in skill.

Tools and equipment

Every unit or small living group should have a campcrafting place, such as an outdoor or trail kitchen, and a tool box with the following basic tools: six jackknives; six knife sharpeners; small can machine oil; two or more small axes; one or more hammers; box of assorted nails; one buck saw;

one saw buck; one ball binder's twine; two files, coarse and fine; two balls small cord; one pair pliers; one or more pair good tin snips; package assorted sandpaper; one small trench shovel; one chopping block; one large axe.

In addition, the following might also be available in one place in camp; to be borrowed as needed: additional tin snips, bigger shovels, axes, ponchos, or shelter tents, reflector ovens, dutch ovens.

For frequent cooking out, a very simple trail kitchen is the best stimulator to good program. Equipment for it might include:

Cooking fireplace or rocks, logs, bricks to make it. Box to make a cupboard with counter space or boards for table. Large can for heating water (50 lb. shortening can is fine.) Market basket, pack basket or knapsack for provisions. Containers for sugar, salt, flour and so on.

Cup, plate, spoon for each person. List as requisites in camp folder, if necessary. Add fork, knife, bowl, if wished.

One large frying pan. One large kettle or nest of kettles. One large spoon. Six small frying pans (can be made from tin cans.)

Books

Have a "library" in each group to stimulate activity or as a ready reference. The Boy Scouts, Girl Scouts and Camp Fire Girls have a number of inexpensive pamphlets on campcraft, outdoor activities and so forth. The ACA Annotated Bibliography lists several

(Continued on page 29)

The Program Committee of the ACA is considering evolving a series of progressive tests in campcraft, which would be available to any camp wanting to use or adapt them. If you have such tests in your camp, please send a copy to the program chairman; if you have not, but would be interested, please indicate your interest on a postcard to Miss Catherine T. Hammett, Girl Scouts, 155 East 44th Street, New York City 17.

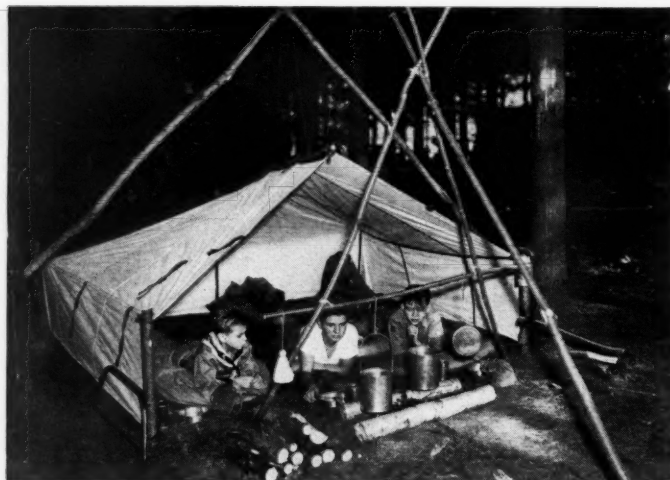


Two of the twenty ways in which this tent can be pitched.

Above is shown the Open Baker type. Below the Explorer.

By William H. Wadsworth
Onondaga Council, Boy Scouts

The Tent with Twenty Faces



QUITE recently, in discussing with a friend a new tent which I had developed and named the "Tab Tent," he suggested that I make the knowledge available to other camping people throughout the country.

Very briefly, the tab tent is a rectangular piece of cloth about ten feet in depth, from front to back, and varying in width with the width of the four strips of cloth which are used in its construction. Let's call its overall width about $11\frac{1}{2}$ feet as an average. Around the edges and at certain points on the surface of the tent are sewed 37 tabs which, located as they are, make it possible to pitch the tab tent in over 20 different ways.

The more simple styles such as the common "A," the Overhead Fly, or the Lean-To, would be ideal for day camping and for in-camp activities of the regular camp. It would certainly prove useful as a prop for skits and plays, for much needed shelter from those sudden rainstorms which so often threaten our plans, and, best of all, it should provide many imaginative hours of fun and constructive play when turned over to a group with a few poles and some pieces of cord.

On overnight trips it can be made into many other styles which will appeal to the more ex-

perienced camper. There is the Explorer with its short ridge and walls, or the Baker if a little canvas is needed to shelter as many of the group as possible. On the trail we would select the Trail Fly which is erected quickly with the aid of some seine twine and a couple of trees along our route. On a canoe trip, the Canoe Shelter would give maximum protection with a few minutes of work.

The tab tent is easy to make. Your only problem may be in securing material at this time. During and since the war, light weight material of all kinds has been at a premium. Do not get a cheap muslin, as it will not stand up long enough to be worth the trouble of making. Use the diagram for reference.

You will need 40 feet or $13\frac{1}{2}$ yards of 32 to 40 inch unbleached muslin, airplane cloth, balloon silk or light weight canvas sheeting. The tighter the weave (number of threads per square inch) the longer your tent will last, the easier it can be waterproofed and the better it will be in general.

For the 37 tabs 81 feet of $\frac{3}{4}$ to one inch awning binding, twill tape, rug binding or even canvas and rope substitutes, if nothing else is available, is needed. $\frac{3}{4}$ inch material is best. We recommend the use of full length strips of reinforcing tape, which we find keeps the tab tent in shape and does an excellent job of reinforcing the tie tabs. If you use this method, you will need about 44 feet more of reinforcing tape, depending on the width of material you use. If you find this is difficult to secure or hard to sew in place, you may use the square cloth reinforcements which are patterned after those used on other trail and tarp tents. (See Diagrams A, B, and C). If you use the cloth reinforcements, you will need an extra foot of the material from which you are making your tab tent.

Cut four pieces of material 10 feet long. Sew them together lengthwise using double stitching and making one inch seams. Hem both ends by folding one-half inch of material over twice. If reinforcing tape is used, sew in place and in lengths

indicated in the diagram. Cut tab binding into 26-inch lengths and fold double to form each set of tabs. There are 37 tabs needed. If reinforcing tape is not used, fold in outside edges to form hem on sides as well as ends. Cloth patches will be used for reinforcing material where the tabs are to be located so cut the remaining material into 37 four-inch square pieces for the tabs. Place patches as indicated in diagram on underside of tent. Patches on edges of tent should be folded so that one-half of the patch is on the bottom side and half on the top side, sewed through all three layers. (Figure C.) Use Figure A for all center reinforcements and Figure B for the four corner reinforcements. Sew all tabs and reinforcements around the edges several times and across the tab several times. There is considerable strain on some tabs. Circular sewing is also recommended.

There are many commercial waterproofings that may be used and also several home waterproofing methods. The commercial products are divided into two categories, the dry and wet finish. Your own experiments will help you decide which method you prefer.

The home methods depend upon the type of material used in making your tent. We recommend a particular sheeting which is 40" wide, $8\frac{1}{2}$ count (threads per square inch) and 2.60 weight. To waterproof this cloth, a mixture of one pound of paraffin to one gallon of turpentine or gasoline is used. For other more loosely woven muslin use a larger proportion of paraffin to the same amount of turpentine or gasoline. Place turpentine or gasoline in the container from which the mixture is to be applied. Keep at room temperature or warmer. Melt paraffin by shaving it into another container (#10 can) and heating container in tub of boiling water. **Do not place any of these mixtures near the flame or in the same room with the flame.**

Pour melted paraffin into turpentine or gasoline, stirring rapidly. This amount will treat two tab tents.

Spread a layer of brown wrapping paper, or other paper without print, on floor or other level surface. Spread out tent on papers. Sprinkle mixture over entire tent. A small sprinkling pot will do this job very well. Roll and fold tent up tightly and wrap with papers. Allow to remain in heated room overnight, then spread out to dry. Entire surface of tent will be thoroughly saturated with waterproofing solution.

Another method of applying the waterproofing is to dip the entire tent into the solution, soak for a few minutes, wring out loosely, and allow to dry. The tent may also be stretched tightly and solution applied with a paint brush.

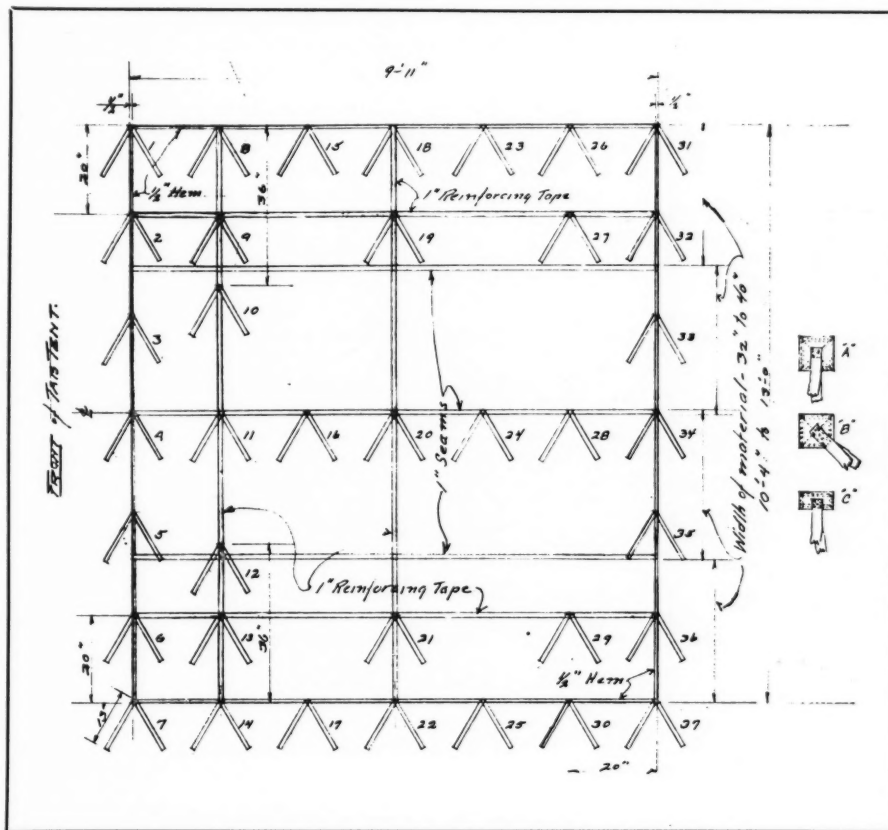
There are many other methods of home waterproofing which are available for the seeking. Remember the looser the weave of the material, the more filler (paraffin, etc.) you will need to use to waterproof the tent.

The tab tent is being manufactured at the present time at the Tab Tent Manufacturing Co., 903 Ackerman Ave. Syracuse, 10, N. Y. Two weights of tab tents are available; the regular model weighing 10 — 12 lbs.

which is highly recommended for general camp and trip use, and the special model weighing $4\frac{1}{2}$ lbs. which is recommended for light weight packing, canoe and mountain climbing trips, etc. The lighter tents are not as durable and will not withstand the hard treatment usually given general camp tentage, but when properly cared for, will provide excellent tentage for light weight camping.

A patent has been applied for. The only reason for this is to prevent anyone from manufacturing the tab tent commercially. We encourage campers to make it for themselves if they are so inclined, but they may not hire local tent makers to make the tent for them.

We have also prepared a special guide for users of the tab tent. By following the diagram and the guide, it is simple to set up the tent in any of 20 or more ways. Each tab is numbered on the design to assist you the first few times you pitch your tent.



Across the ACA Desk

By Gerald P. Burns
ACA Executive Director

Very little has crossed the "ACA Desk" during the last month. For the past few weeks it has been the pleasant task of your Executive Director to assist Milton Goldberg and his convention committee in putting the final touches on the preparations for our national meeting. This has proved interesting and enjoyable. Your convention chairman and his able co-workers labored diligently to produce a truly outstanding conference.

At this writing (early in March) the national convention is still three weeks off—but if predictions are permitted, by the time you read this the convention will be over and will go down in camping history as one of the greatest professional meetings ever sponsored by your ACA.

It is regrettable that copy for this page must be prepared so far in advance. Again, it is necessary to project myself a month ahead in order to bring you an interesting and authentic resume of the executive or administrative branch of your organization. After the convention your Executive Director is scheduled to visit very briefly as many as possible of the ACA Sections between Los Angeles and Chicago; this to be worked into the homeward trip. It is hoped that the following Sections may be visited: Northern California, San Joaquin, California Central Valley, Oregon, Washington,

the newly formed Inland Empire, Wasatch, and Colorado.

It is the hope of the Board of Directors that some day the ACA may be in a position to employ an associate executive to serve as the field consultant of your organization. Until that day arrives it will be necessary for your single executive to spend the major portion of his time in the national office and to devote a very limited period each month to field work.

In the last issue of "Camping Magazine" reference was made to the small but energetic administrative staff that serves you in your national office. A recent addition has been made to that group in the person of Mr. Paul Betz. Mr. Betz assists us on a part time, volunteer basis through an arrangement with George Williams College. He is a graduate student at the college, majoring in the field of camping.

He will assume the responsibility of a research assistant and will hold that title in our association. He will be guided in his research projects by Professor Hugh Allen, representing George Williams College, and Professor Reynold Carlson, of the University of Indiana, representing the ACA.

One of the immediate problems presently under advisement by the national office, and one upon which Mr. Betz is working, is that concerned with raising funds for

special projects undertaken by ACA. At the November meeting of the executive committee it was agreed that immediate action should be taken to secure financial aid from certain educational and philanthropic foundations, to help the association in sponsoring such community and nation-wide services as workshops, regional conferences, statistical studies, professional research projects, special publications, etc.

As in the case of "Operation Midnight" and the "every member" membership campaigns, here is an opportunity for all members of the ACA to play a significant and highly individualized role. It may be necessary for certain individuals in the Sections to assist the leaders of their Section by establishing personal contact with some of these philanthropic foundations. It will mean much to your Association, your Section and you as a leader in the camping movement if ACA is given the financial aid to carry on special projects that are necessary to our continued progress, growth and development. Won't you help? If, by chance, you are able to be of assistance in your Section and have been overlooked please contact your Section President or Treasurer and let him know that you will pinch-hit on "Operation Midnight" or this newest project—shall we call it "Operation Dawn?"

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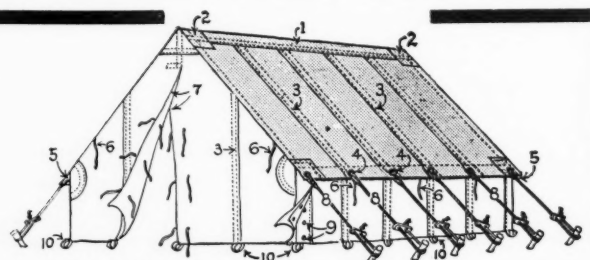


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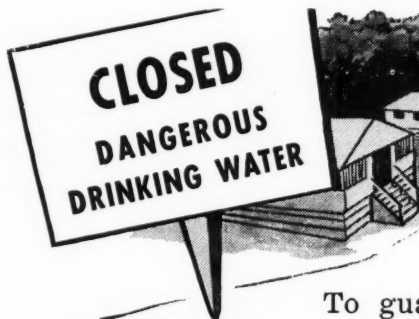
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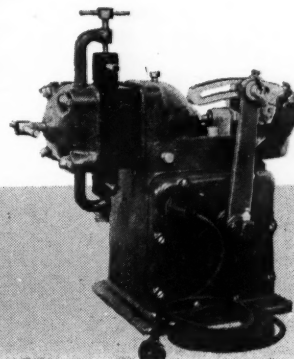
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S-19

How a Medical Advisory Committee Can Serve Your Camp

By *Louis Sherr*
Co-director, Camp Abika

Persons interested in organizing a similar committee may write to the author for details on setting up the arrangement, finances, personnel, etc. Address Mr. Sherr, 1108 Widener Bldg., Juniper and Chestnut Sts., Philadelphia.

EVERY camp director is fully aware that a child ill at camp does not have a very happy summer. For many years the writer felt that there should be a group of medical men—leaders in the field of pediatrics and thoroughly familiar with camps and camping conditions—with whom camp directors could meet and seek advice on problems pertaining to the health of campers and camp personnel. After many preliminary meetings with camping groups, camping organizations, etc., a plan was evolved in 1946 whereby 12 private camps, located within approximately 100 miles of Philadelphia, agreed to sponsor the work and to contribute \$5,000.00, with assessments on each camp ranging from \$200.00 to \$500.00, based on camper enrollment.

The objectives were:

1. To survey the general health management and problems in a selected group of 12 children's private camps and to act in an advisory capacity to this group of camps.

2. To use the material collected during the health survey for studies in problems of epidemiology and disease prevention.

It was appreciated by the advisory group that the proper reaching of the above objectives

was beyond the scope of the facilities available the first summer but that a preliminary orientation study was both a feasible and necessary first step toward the goal set.

The Camp Medical Advisory Committee felt that one of the major medical problems at present is the treatment of what are generally considered minor diseases, such as colds and skin complaints, but which are so common that, in terms of total discomfort and loss of time involved, are actually not minor but major diseases. They recognized that a children's camp provides a carefully selected and controlled population, which is highly susceptible to these diseases. A careful and long term study of such a population would give an unusually favorable opportunity for discovering and analyzing the exact nature of such a problem as the so-called "cold," and learning methods to control it.

The general plan of approach by the Committee during the summer of 1946 was as follows:

One visit was made to each camp for the purpose of making a preliminary sanitary survey. A second follow-up visit was made to most of the camps to complete the survey or to clarify any points under discussion. The four camps

participating in the gamma globulin study (see later) were kept under closer scrutiny. Further visits were made to any faced with a specific health problem. In the two months, from July 1 to August 31, the Committee made 39 visits to the group of 12 camps, an average of $3\frac{1}{4}$ visits to each camp, with a range of from one to eight visits.

In order to keep track of the disease problems being faced by the camps a system of reporting the daily visits to dispensary and infirmary was devised, in cooperation with the medical and administrative personnel of the camps. It was possible for the majority of the camps to send to the Committee a copy of their daily sick calls. In some camps, shortage of personnel limited this reporting to certain types of illness and, occasionally, to acute outbreaks of disease in the camp.

By a current tabulation of the data thus submitted, the Committee was made aware of the increase of any one type of disease in any of the camps, with a minimum of delay. Further compilation and analysis of these data have now enabled the Committee to see what disease problems appear to warrant special study in the future.

All the camps had a registered

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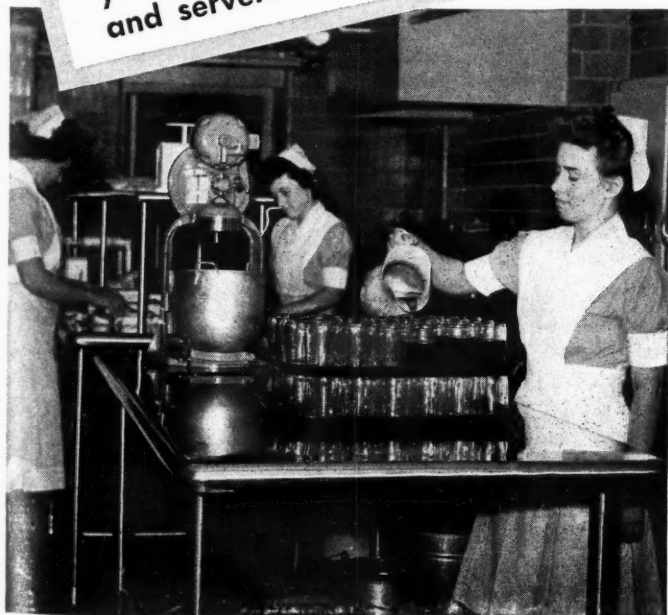
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nurse in residence; in addition, seven of the camps had resident physicians, while in the other five, arrangements were made with local physicians in combination with the resident nurse to take medical responsibility for the children. An effort was made by the Committee to make quite clear to the physicians, either resident or visiting, that the function of the Committee was entirely investigative and consultative, and that advice on the treatment of an individual patient or management of a health problem was given only on

the request of the physician responsible for the health of that camp.

Gamma globulin camps

At the suggestion of Dr. Joseph Stokes, a member of the Committee, it was decided to try the effect of gamma globulin, (a fraction of human blood in which most of the anti-bodies, or protective substances in the blood, are concentrated) on the prevention of illness in camp. The directors of four camps volunteered to invite the cooperation of the parents

of their campers in such a study and approximately one-third of the parents of each of these four camps gave permission for the injection of their children. As stated earlier, very careful supervision was given to these camps. A card was prepared for each camper; the date and amount of gamma globulin was recorded on each of the persons injected, in addition to the essential data of name, address, age, weight, sleeping quarters and illnesses, infectious or serious, which were recorded on all the cards.

Types of illness encountered

The Committee summarized the types of illness encountered and the frequency of sick call visits. Analysis of the data shows that the most frequent health hazard in camp is respiratory infection, which outranks accidents, including all minor cuts and bruises treated in the dispensary.

General

The Committee also attempted to study the possible effect of certain camp activities, such as Color Week, Counselors' freedom to travel and parent visiting, on camp health.

Most valuable was the activities and report of the Advisory Committee in connection with actual outbreaks of disease at several of the camps, including respiratory diseases, mumps, diarrhoea, whooping cough, an epidemic of nausea and vomiting, and in one camp a possible case of poliomyelitis. It also pointed out the type of housing at one camp and its relation with acute respiratory disease.

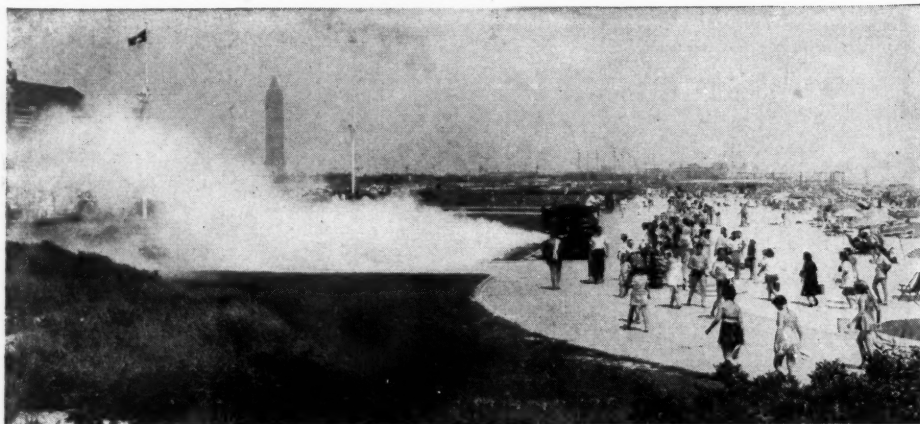
It further commented on medical staff, equipment, kitchen facilities, garbage disposal, handling of milk, water supply and swimming facilities at each of the camps in the study. It also offered suggestions for improving camp health on two main problems:

1. Preventive measures to be applied to camp personnel.
2. General sanitary measures to be applied in the camps.

The Committee stated that the efforts of the various camp directors to get complete medical information on their campers was noteworthy. However, it was obvious that at some camps the pre-application blanks were much more accurately filled in than at others.

It became clear to the Camp

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Medical Advisory Committee that accurate information on the previous health of the campers was extremely important in the control of any epidemic disease, apart from the aid such information gave to the doctor actually handling the case. It is clear that in order to get accurate data both parents and doctors must submit to the rather tedious process of filling in the application blanks. Protection of children from infection from adults, such as counselors and food handlers, indicated the necessity of trying to rule out tuberculosis in both these groups (by means of X Ray) and alimentary infections in the latter.

The Committee studied and examined many camp medical forms submitted to them. They revised and suggested medical certificates for campers, counselors and food handlers, as well as a dental certificate for campers and a final health certificate to be completed by parents of campers. They also prepared letters to parents explaining the need for taking effective protective measures against typhoid, tetanus, diphtheria and smallpox.

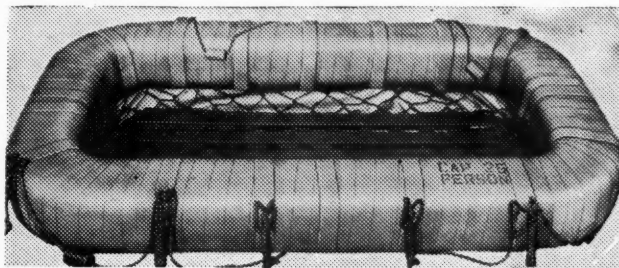
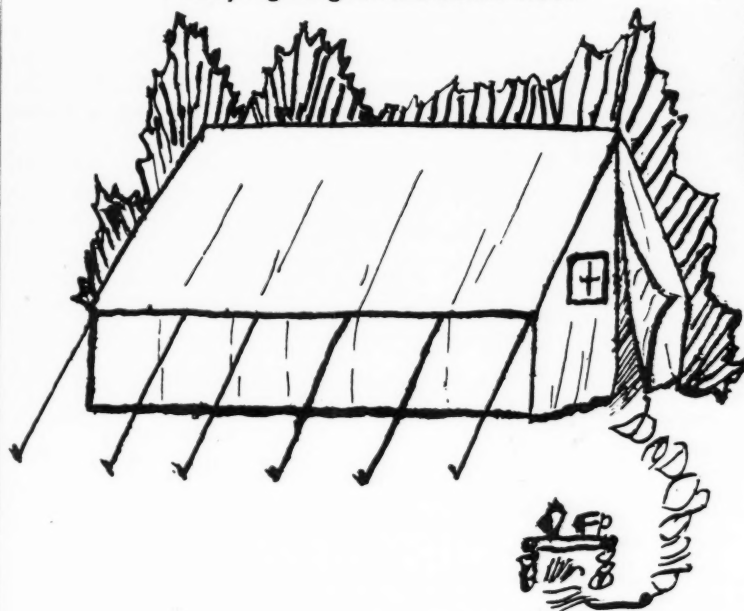
Suggestions for the future

The activities of the Committee in 1946 were considered, from the beginning, to be of an exploratory nature. The field has been surveyed and certain definite problems stand out as requiring more intensive investigation. The extent of such investigation would depend on the financial aid received. The following suggestions were put forward:

1. The continuation of a Camp Medical Advisory Committee; such a committee not only gives the camps the advantage of an authoritative consultant in case of difficulty but also enables a general survey of camp medical problems to be kept which, in the course of years, may lead to the formulation of more adequate steps toward preservation of the health of campers at their optimum.
2. The gamma globulin experiment should be repeated on a larger scale.
3. An intensive study of the many dermatological problems that appear among camp personnel and possibly the initiation of a well controlled study in the prophylaxis of poison ivy dermatitis. This would perhaps best be achieved

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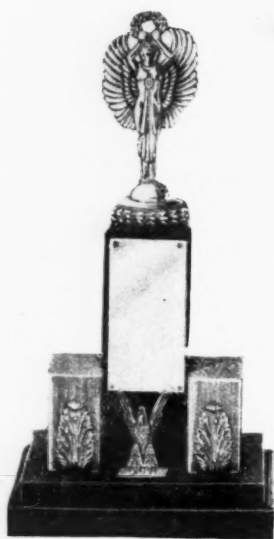


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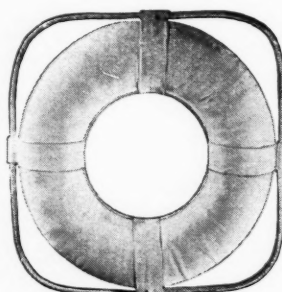
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ved by placing a well trained young dermatologist in one of the larger camps, situated geographically in a group of camps, so that he could easily visit other camps for purposes of diagnosis and study of their problems. Such a man should have facilities for preliminary laboratory work such as taking cultures and doing microscopic study of the lesions. He should have available expert laboratory help at the medical center whence operates the Committee.

4. An intensive study of the types of respiratory disease that occur, with emphasis on accurate clinical and laboratory diagnosis. This would entail the setting up of a mobile team who could go into a camp early in an outbreak and again do preliminary laboratory work on the spot, using the home base for the completion of their studies. Such studies should include attempts to isolate or identify any viruses which might be causative agents.

5. Such a team could also be used in event of an outbreak of other diseases such as poliomyelitis or gastro-intestinal disease.

6. A study of the value of air disinfection, ultraviolet lights, glycol vapors, oiling of bedclothes and floors on the incidence and control of disease in camps. Such a study might, in the course of a year or so, indicate definite steps that should be taken, or come to a definite conclusion that the installation of equipment would not be necessary.

During the summer of 1947 the work of the Camp Medical Advisory Committee was continued on an even broader and more comprehensive scale.

It is hoped that for 1948 the work of the Medical Advisory Committee will be sponsored by the Pennsylvania Camping Association, a section of the American Camping Association, with the funds to be supplied from outside sources. The Committee is quite willing to cooperate with any groups doing or wanting to do similar work throughout the country.

It is hoped the Camp Medical Advisory Committee will soon be able to suggest effective protective measures against the many illnesses which are now uncontrolled. In this way camping will provide a real contribution to the health and safety of all children in the nation.

Setting the Stage

(Continued from page 17)

others at various price ranges. A few dollars will make a good start. There are numerous free pamphlets, such as the outdoor cooking booklets of Kellogg Co.

There must be some made-ahead-of-time plans that facilitate campcrafting. The dietician and cooks must understand the plan for cooking out (or help make it) and all staff must know that outdoor cooking can play a real part in the camp program, every day, regularly. If there is equipment that must be borrowed, such as ponchos for overnights, there should be a plan for signing up for it, checking it back and so on.

The camp may plan a series of general campcraft tests, similar to progressive steps in swimming, canoeing or archery.

Most important of all—the basic plan of the camp should rest on campcrafting, on doing those things that can be done better outdoors and cannot be done in town the rest of the year.

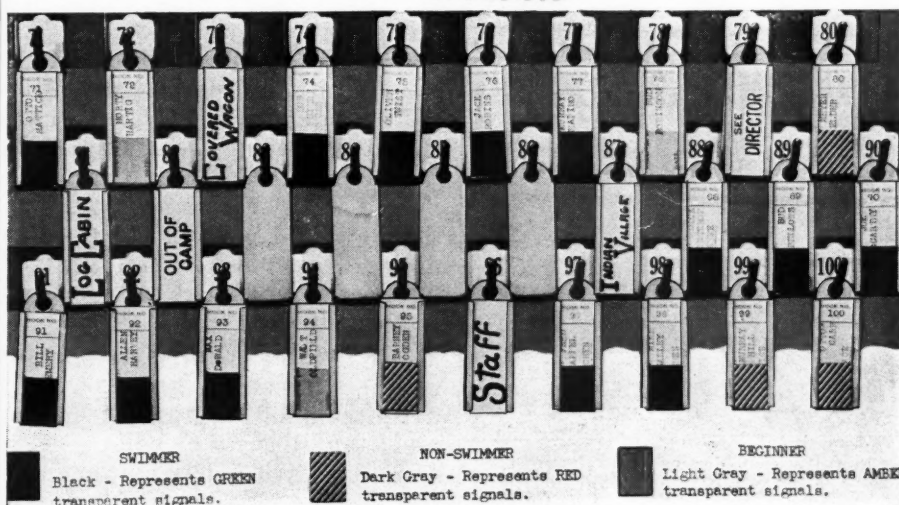
Based on material in "Camp Cues," Publication of the Girl Scouts.

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Unit Camping

In these days of overcrowded homes and schools, and large centralized groups of all kinds, where the identity and personality of individual children is sometimes lost, it has seemed to us important that children in their camp life should have an opportunity through small groups to give individual expression to tastes and hobbies denied in their home environment.

By dividing a large number of campers into small groups and by decentralizing certain services and facilities, we believe that campers have greater opportunities for happy, healthful camping; supervision is more effective; and building and maintenance costs are lower.

In small camp units, children are more effectively divided according to age and interest groups. Young children can be separated from older children and experienced campers who enjoy "roughing it" from those who prefer field sports, etc. The daily housekeeping chores of small units are also within the scope of most campers.

Our conclusions are based on The Children's Aid Society's experience in providing summer vacations for children from the congested areas of New York City, and the current operation of three summer camps with a seasonal capacity of over 2000 boys and girls.

A small camp unit, with a capacity of 32 campers and four counselors, consists of four children's cabins, a dining and recreation cabin and a washhouse. The children's cabins are spaced about 50 feet apart and grouped in relationship to the washhouse and dining-recreation cabin. The units are well separated from each other and located in wooded areas bordering on open fields.

The cabins, 18 feet by 26 feet, are of simple but durable construction.

We prefer to have a counselor in each cabin. One of the four counselors for a unit should be in

charge and have had real camp experience. At least one other counselor should be a seasoned counselor in order to take charge when the senior counselor is away from the unit. Since each unit is quite self-sufficient, the selection of the other two counselors should be based on the needs of the campers from the point of view of age and camp interests.

This season we plan to experiment with the preparation of meals in a central kitchen and delivery by auto to the various units. There will be opportunities under this arrangement for campers to prepare some of their own meals, since each cabin will have an outdoor fireplace. Counselors, however, need some experience in preparing and serving simple meals. Experience may be gained either through pre-camp training or by previous camp work. Cafeteria style trays or paper plates simplify the dishwashing problem.

There are advantages in centralizing certain activities and services such as swimming, athletic field facilities, craft and nature study headquarters, infirmary and hot showers. We believe that campcraft and nature-study facilities should be simple and largely used as headquarters for the storage of equipment, materials and work in progress. An old barn with a tent-fly at the entrance has proved to be one of the best headquarters for these activities.

On occasion, it is desirable for all campers to meet together, for example, for special meals, such as Sunday dinner, or for campfire and evening entertainments.

Under this new plan we believe we will be able to give a large number of children a more enjoyable and satisfying summer vacation. Also we come closer to combining the advantages of large and small camp units, without their individual disadvantages.

JOHN H. DREASEN
Supervisor of Country Branches,
Children's Aid Society.

Horseback Riding . . .

(Continued from page 13)

retrain them.

Your horses should be thoroughly suitable for work in a children's camp. Let the riding master make the selection or, at least, have a voice in the matter. To accept any animal offered by a dealer or concessionaire is dangerous. Probably the best mounts for your purpose will be school horses, rented for the summer from a high class riding school, particularly those horses trained for and accustomed to children. Your contract with the owner should certainly allow you the privilege of exchange, should any horse prove unsatisfactory.

Before any camper is allowed to ride, every horse should be thoroughly tried out by your instructor at your camp. Each one should be introduced to all the physical features of the terrain which may disturb him, and be made accustomed to them. The non-equestrian cannot even imagine the sort of thing that will frighten a horse, and even an experienced horseman is sometimes surprised. In normal cases, with properly selected horses, this work will consume about the first two days of the camp season.

Some directors imagine that old worn-out plugs are desirable for children's riding, on the theory that these beasts will be too unambitious to cause any danger. On the contrary, such horses are often very stubborn, may have other vices, such as kicking, and are more likely to stumble and fall with the rider. It is impossible to teach proper riding with them. Unless the horses understand good riding, the pupils who use them will learn nothing. What are needed are active, responsive, gentle, and highly trained school horses.

It must also be remembered that horses are living beings, not machines. They have their moods as we do. A very gentle horse may become nervous or unsafe for a few days, and the observant riding master will lay off those not desirable to use at the time. He may also have to do some retraining in the course of the season.

(To be continued)

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Aquatics Leaders Hold Conference

The qualifications of aquatic leaders have long been the concern of camp directors. For a number of years the ACA has considered the advantages of some generally accepted material on the essentials of aquatic programs and standards for camps. At the ACA Boston Convention in 1946 the thought was again expressed that a meeting of representatives of organizations responsible for waterfront programs for children in camps, or leadership training for camp aquatics, might profit by meeting together.

The Aquatics Committee of the ACA undertook this project, called the Aquatics Conference, and during that winter arrangements were made for three meetings of representatives of ACA, Boy Scouts, Girl Scouts, Camp Fire Girls, Boys Clubs, YMCA, YWCA, American Red Cross, and National Recreation Association.

The topics covered were general principles and policies of camp waterfront; specific recommendations regarding layout, leadership, program; skills in boating, canoeing, sailing, diving, life saving, swimming and water games.

Mr. Fred Mills of the Boy Scouts started off the discussion on general policies of camp waterfront with a statement of the purposes of a waterfront program, which everyone agreed are: physical fitness and development; safety for self and others; social development; survival skills and knowledge (in case of war or other disaster.)

The following specific recommendations were made with regard to layout:

1. Camps should use specialists to lay out waterfronts.
2. Suggested basic requirements for layout.

a. Three well marked areas, for swimming at various levels of skill. Area depths: 0-3½, 3½-6, 6-12 ft. Size: 50 sq. ft. per swimmer, 27 sq. ft. per swimmer indoors.

- b. A closed measured course.
- c. Diving area depth: 8-10 ft. up to 1 meter board; 10-12 ft. up to 3 meter board.
- d. Teaching area: docks, floats on platforms sufficient for entry, supervision and instruction.
- e. Elevated lookout point, with unobstructed view of entire area without turning.
- f. Beach, dock or land area for drill, demonstrations and sunning.
- g. Enclosed approach, one point of control.

3. Safety equipment and use.

Teaching devices: rail, kick board, tube; diving board, non-slip surface, 2 inch rise end to end; water balls, etc.; life boat at special dock ready for use; buoys, heaving lines, grappling irons, first aid kit.

It was recommended also that the head counselor or waterfront director should have the following qualifications: health and physical fitness, a medical certificate, physical vigor and endurance, emotional stability, personality that inspires confidence, teaching ability, good judgment, ability to get response from campers and cooperation of staff, ability to organize and supervise staff and to plan total waterfront program. He should be trained in waterfront skills plus knowledge of sanitation, health and safety and layout. He should be 21 or over, have had experience as assistant under a good director, and in teaching groups successfully, plus experience in organization.

The assistant waterfront counselor and small-craft counselor should have the same physical and personal qualifications without necessarily the ability to administer the total waterfront program.

With regard to program, it was felt that aquatic programs should be broadened to include all phases of aquatic sports; that there should be a required medical examination, classification of swimmers, supervision of swimmers, more instruction, coordination of aquatic program with other camp activities such as campcraft, singing, shop work. More endurance swimming should be included in program to give added confidence and ease.

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Chairman, Aquatics Conference

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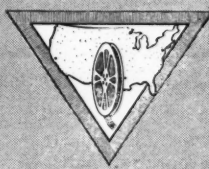
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With the Sections

St. Louis to be 1950 Convention City

The 1950 national convention of ACA will be held at Hotel Jefferson, St. Louis, on February 15-19, 1950, it has been announced by President Carol Hulbert.

As previously announced, there will be no national convention in 1949, its place being taken by a series of regional conventions, in line with the Board of Director's decision to hold national meetings biennially on even-numbered years, and regional meetings on odd-numbered years.

News from New Jersey

The up-and-coming New Jersey Section has a very active, new committee working on a set of minimum standards for camping in that state. From a letter recently received from the Section President, Louise Arangis, we learn that this year they are placing great stress on a re-evaluation of what camping is, starting with a panel of six speakers discussing the qualities which make a good camp director.

Wisconsin Dietetic Assn. Service

The Wisconsin Dietetic Association offers its services to camps which wish to have help with menu planning and food purchasing. There are members of the Association throughout the state who will volunteer their services, either for helping individual camps, or for assisting with group programs where food problems are being discussed. Requests for help should be addressed to Mrs. Norma Dohlan, Wisconsin Dietetic Association, Milwaukee County Hospital, Wauwatosa, Wisc.

The High Cost of Camping

Whether or not camp directors will be able to operate this year on last year's budget without increasing fees, has been the subject of much discussion all over the country. Robert Meinholtz of the Wisconsin Section has sent us a

report of a recent study made by that Section on the subject of food costs, in which 32 food items were listed. Only six had not increased since November 1, 1947. Freight and handling costs are automatically raising the "laid-in" cost even though the basic price of the product remains unchanged. As regards operating costs, it appears that maintenance, salaries, insurance, freight, transportation, promotion, etc., have increased or will increase, according to predictions. Cost increases of maintenance and new equipment items have ranged from 2% to 96% since last year, the study reported.

New York Section Discusses leadership

At the February 26th meeting of the New York Section, held at the Russell Sage Foundation, an interesting discussion was held on the subject "How you can utilize leadership qualities that exist in youth."

St. Louis Seminar

On February 28th, the St. Louis Section held a one-day seminar combined with an exhibitors' con-

ference. The morning panel discussion on group aspects of camping, led by specialists in working with groups, covered the relation of camp to the school, agency, home and the individual. In the afternoon six teen-age campers, who have attended different camps, told what they like or dislike about camp and why.

Section Presidents

Allegheny: Rev. James P. Logue, 7114 Kelly Street, Pittsburgh, Pennsylvania

Arizona: George Miller, 25 E. Van Buren St., Phoenix, Arizona.

California Central Valley: R. W. Bope, 137 N. San Joaquin, Stockton, Calif.

Capitol: J. S. Crawley, c/o Outings Comm., Family Service Assoc., 1022—11th St., N. W., Washington, D. C.

Central Illinois: Christine P'Simer, 1460 W. Macon, Decatur, Ill.

Central New York: Aaron E. Rose, 1104 Madison Street, Syracuse, N. Y.

Central Ohio: Miss Kay Kauffman, 55 East State Street, Columbus, Ohio

Chicago: Mrs. Ada Y. Hicks, Bowen Country club, Waukegan, Ill.

Colorado: Mrs. Evelyn Hayden, 1260 Albion, Denver, Colo.

Hawaii: Elizabeth Whittemore, G. S. of Oahu, 1641 S. Beretania St., T.H.

Indiana: Raymond C. Bogden, Boys' Club, Muncie, Ind.

Iowa: J. W. Norfolk, BSA, Mason City, Iowa

Lake Erie: Arthur A. Beduhn, 3016 Woodbury, Shaker Heights, Ohio.

Louisiana: C. J. Phayer, Camp Namequoit, Lou. State Univ., Baton Rouge, La.

Michigan: R. D. Miller, 2556 Parkwood, Toledo, Ohio

Minnesota: Lyndon Cedarblade, 2723 E. 38th Street, Minneapolis 14, Minn.

Missouri Valley: Miss Janet Murray, 1020 McGee Street, Rm. 201, Kansas City 6, Mo.

Nebraska: Miss Hortense Geisler, 416 Sunderland Bldg., Omaha 2, Nebr.

New England: S. Max Nelson, 110 White St., East Boston, Mass.

New Jersey: Louise M. Arangis, 820 Broad Street, Newark, N. J.

New York: Edward M. Healy, 48 Jane St., New York, N. Y.

Northeastern New York: Miss Jean Tanguary, Camp Fire Girls, 87 Third St., Troy, N. Y.

Northern California: Dr. Paul Leonard, San Francisco State Coll., San Francisco, Calif.

Ohio Valley: Sara Frebis, 213 Dixie Terminal Bldg., Cincinnati 2, Ohio.

Oklahoma: Miss Henrietta Greenberg, Dept. of Physical Education, University of Oklahoma, Norman, Oklahoma.

Oregon: Jim Monroe, 1009 Southwest 5, % Boy Scouts, Portland 4, Ore.

Pennsylvania: Mr. W. V. Rutherford, Boy Scouts of America, 22nd and Winter Streets, Philadelphia 3, Pa.

St. Louis: Mrs. Ruth Becker, 8040 Davis Drive, Clayton 5, Mo.

San Diego: Edwin E. Pumala, City County Camp Commission, Civic Center, San Diego 1, Calif.

San Joaquin: Mr. C. F. Mueller, YMCA, 1715 - 11th St., Reedley, Calif.

Southeastern: Miss Mary W. Gwynn, Brevard, N.C.

Southern California: Kenneth Zinn, YMCA, Los Angeles, Calif.

Southwest: Mr. Orrin Blanchard, YMCA, Houston, Texas

Tennessee Valley: Henry G. Hart, Division of State Parks, 310 State Office Bldg., Nashville, Tenn.

Tri-State: James L. Bagby, Lambuth College, Jackson, Tenn.

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Books

Reviewed by Reynold Carlson
Chairman ACA Studies and
Research Committee

Camping Can be Fun

By Robert W. Weaver and
Anthony F. Merrill. Harper
and Brothers, 49 East 33rd St.,
New York City 16, 1948, 241
pp., \$3.00.

"The lazy man's way is often the best way in the woods," say the authors, who go on to explain that simplicity and foresighted economy of effort can make camping out a more pleasurable experience and leave more time for fishing, star gazing, or other outdoor hobbies. Designed to bring more Americans to their forest playgrounds and to encourage conservation of these playgrounds, the book is written primarily for those who have had little experience camping out. In light-hearted fashion the book gives elementary information such as how to choose a camp site, pitch a tent, select camp equipment, draw up a camp menu, build a fire, camp in the rain, behave when lost, and carry a pack. The authors laugh amiably at those who make a fetish of their out-dooring, who "carry correct procedure on their shoulders like a challenging chip."

The Camp Director's 1948 Handbook and Buying Guide

Compiled and edited by the
publishers of Camping Maga-
zine, 181 Chestnut Ave.,
Metuchen, N. J., 1948. 94 pp.
\$2.50

The Handbook is a veritable gold mine of information for the camp director. It is divided into two sections. The first contains data on such things as fire protection, insect control, paints, camp plantings, darkroom equipment, menus for hikes, camp leadership training courses, game court dimensions, riflery, archery, camp games, conduct of campfires, camp crafts, water games, schedule of special days, desirable practices in organized camping (as recommended by the Pacific Section of ACA), and a camping bibliography.



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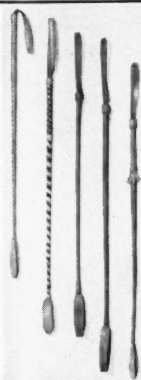
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The second section is a buying guide that contains (1) listings under alphabetical headings according to subject; (2) a section alphabetically indexing trade and brand names; (3) an alphabetical list of suppliers with addresses; (4) and an alphabetical advertisers' index.

The Handbook fills a great need of camp administrators in that it makes it possible to locate quickly information on supplies needed and places to secure them. It also contains the kind of specific facts from the point of view of facility and program development that will be referred to often by the camp director.

Recommended Procedure for Camp Leadership Courses for Colleges and Universities

American Camping Association Workshop Report, Oconomowoc, Wisconsin, November 1947. Published by the American Camping Association, 343 S. Dearborn St., Chicago 4, 1948. 41 pp. (mimeographed,) \$.50.

Over 40 camping leaders, including representatives of 10 colleges and universities, had a part in the Oconomowoc conference on camp leadership training. This, the first report to be issued, covers the work for colleges and universities; a second report on other training opportunities will be issued later.

The report is divided into four sections, the first dealing with college counselor training courses, the second with college administration courses, and the third with methods and techniques; the fourth consists of the annotated bibliography on camping prepared for the ACA by Barbara Ellen Joy.

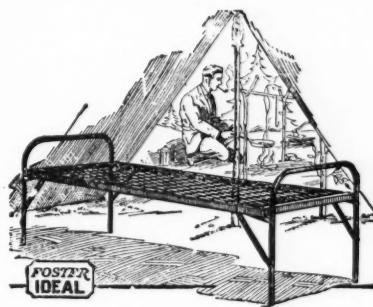
Much of the report is in outline form and is intended to serve as a skeleton for college courses. It is hoped that, after use, revisions and amplifications will be made and that the outline may later be printed in more permanent form.

The booklet should be of great value to all groups interested in camp leadership training on a college level.

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tee's report, is just off the press. First published in November, 1945, in "Camping Magazine" and issued later as a reprint, this report has had a wide circulation. A new introduction on trends in day camping since the preparation of the report has been written by Reynold E. Carlson. The report is available at 15 cents a copy from the American Camping Association, 343 S. Dearborn St., Chicago 4, Ill.

Second Century Horizons for YMCA Work with Boys

Report of the 8th North American Assembly on YMCA work with boys, Green Lake, Wisc., May 4-9, 1947. Association Press, 347 Madison Ave., New York City 17; 144 pp., \$1.50.

An important statement outlining major program emphases, the boys' work strategy, foundations upon which the work is built, a bibliography, and roster of committees and delegates. Of special interest to "Camping Magazine" readers are the recommendations of the commission relative to camping.

Leadership for Horizon Club

Prepared by the Program Department, Camp Fire Girls, Inc., 88 Lexington Ave., New York City 16, 1947. 31 pp.

Written in response to requests from Horizon Club advisers, this booklet is by no means limited in its interest to these advisers. Any one working with teen-age girls will be interested in the chapters on what the girls of this age are like, what they want, the kind of a leader they need, and the ways to get programs going.

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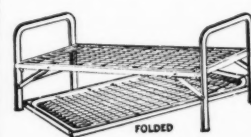
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News Notes

Rowboat Equipped with Detachable Wheel

A lightweight, 12-foot, aluminum row-boat, welded from a single sheet of aluminum, has been developed by Columbus Marine Products, Inc., of Columbus, Ohio. Designed as a row-boat, the "Tote-Boat" can be readily equipped with an out-board motor of up to 7½ horsepower. It comes equipped with a detachable wheel which can be attached to the keel at the bow with two metal pins to hold it firmly. With the wheel in position, the boat may be wheeled to its launching spot, much as a wheel-barrow is handled. It also has a car-carrying kit, consisting of two gunwale pads with lacing ropes, four rope pads and four metal hooks, which the manufacturers claim insures ready portability.

Death Sentence for rats

The Insect Electrocuter Co., Box 86, Cincinnati, Ohio, has developed what it claims is a revolutionary product for the destruction of pests and insects that plague camps. For the electrocution of rats, it can be placed on the floor near the rats' natural runways. Bait is placed on top wire grid which is not charged. When approaching the bait the legs of the rat will go through the top grid to a secondary grid which is charged and the rat is electrocuted immediately.

Easily portable, it can be suspended at night on porches, lawns, etc. When insects approach the electric light bulb placed inside, they are immediately electrocuted.

Sailing Course For Counselors

A basic sailing course for camp counselors is being held this year at Green Lake, Wisconsin. Directed by Mrs. Frances Thomas, the course is said to give eight hours of sailing with an instructor, each of the six days of the course, with one hour for instruction and review in the evening. The em-

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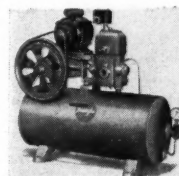
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**Audubon Society
Opens new Camps**

The Audubon Society, in addi-
tion to their established training
camps at Medomak, Maine and
Greenwich, Conn., have opened
two new Audubon camps for
training counselors in nature and
conservation, in Texas and Cali-
fornia. Further information may
be obtained from the Society's
Audubon House, 1000 Fifth Ave.,
New York City 28.

**Registry locates Jobs
For Counselors**

The National Personnel Regis-
try and Employment Exchange
was established by the National
Society for Crippled Children 11
So. LaSalle St., Chicago, late in
1945 as a free service to profes-
sional persons trained in rehabili-
tation work and to agencies en-
gaged in services for the handi-
capped. The Registry receives
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cruits and investigates the quali-
fications of persons who have had
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tions sponsoring camping facilities
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Of interest to camp counselors
and directors alike is the an-
nouncement of Association Press,
347 Madison Ave., New York
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specially packaged kits for their

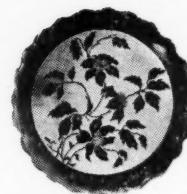
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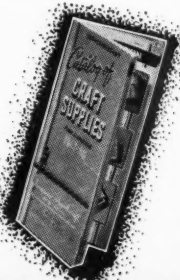


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use. The Camp Counselor's Kit includes: Talks to Counselors, Fifty Cases for Camp Counselors, Solving Camp Behavior Problems, So You Want to be a Camp Counselor, Camp Counselor's Manual and Games for Quiet Hours. The special kit price is \$3.59; separately the books would total \$4.25. Special prices prevail on quantity purchases.

The Camp Director's Kit contains: Camping and Character, Administration of the Modern Camp, Recreation and the Total Personality, two dozen Rating Scales for Camp Counselors, 100 Your Son Goes to Camp, two dozen Application Blanks for Camp Counselors and Marks of Good Camping. The items may be purchased as a unit for \$19.48; separately, \$23.95.

The Association Press also announces a special pre-publication price of \$3.50 until May 1 for Administration of the Modern Camp, edited by Hedley S. Dimock and selling regularly at \$4.00.

Conference for Campcraft Counselors

The Campcraft Conference for training counselors in the various techniques of outdoor living will be held again this year. Miss Eugenia Parker, director of Camp Blazing Trail, Denmark, Me., will be the hostess.

Mr. A. Macdonald Murphy formerly an examiner at Junior Maine Guide testing camps and himself a Maine Guide, will direct the group. Dates are June 19-26, 1948, and the charge is \$40.00.

This is an unusual opportunity for campcraft counselors to get a maximum of knowledge and experience in the proper setting and in a minimum of time. It also affords a chance for campcraft counselors of Maine camps to prepare themselves to direct the Junior Maine Guide work.

For further information please write Miss Eugenia Parker, Denmark, Me.

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LARGE, OLD ESTABLISHED GIRLS' CAMP. New England. Owners, who were founders, desire to retire after 1948 season. One of the best situated and best equipped camps in America. Can be inspected during the 1948 season when in operation. For information, write Box 628, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

(Continued on page 42)

Classified Advertisements

(Continued)

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CHLORINATOR, Wilson Automatic, Type S P complete with Venturi and all connections; no motor required; absolutely new, in unopened crate. Price very reasonable. Write Box 630, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

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STATIONARY SWIMMING or A Short Way to Produce a Safe Swimmer—helpful booklet written especially for new young instructors who are anxious to do a permanent job of waterproofing the younger generation. Price \$.25. Write Arno P. Wittich, 1850 N. 68th St., Wauwatosa 13, Wisc.

CAMPERS SAILING MANUAL by a camp sailing director. A 38-page study designed for beginners and sailors in concise, understandable writing. Twenty-six illustrations and diagrams. For details and prices write Theodore Kraft, Ph.D., Box 1024, York, Pa.

Help Wanted

EXPERIENCED ARTS AND CRAFTS and nature counselor wanted for boys' camp located in the Missouri Ozarks; 8 week term starting June 27. State age, experience and salary. Write Ben J. Kessler, 7540 Wellington Way, Clayton 5, Mo.

CAMP IRONWOOD, Harrison, Maine—Mature male members of counselling staff, interested in forming more or less permanent association with progressive co-educational camp, joining a working team in study and research combined with individual counselling and activity leadership. Write Sebago School, 5521 Cates Ave., St. Louis 12, Mo.

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WATERFRONT DIRECTOR or assistant or counselor—Red Cross Water Safety Instructors Rating. One year assistant waterfront director at National Music Camp Interlocken, Mich. References. One year private boys' camp in California as counselor and waterfront man. Three years' assistant waterfront at Boy Scout camp. Eagle Scout, college Junior. Age: 20 years. Write Jack Landis, Auburn, Calif.

POSITION WANTED as camp directress or head counselor in short-term camp in New England by young woman with master's degree in Guidance, who has had years of experience as camper, counselor and camp director and as Guidance Counselor in large city high school. Write Box 631, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

WATERFRONT DIRECTOR position wanted in a modern Jewish camp by Veteran. Eight years' waterfront experience. Red Cross Water Safety Certification. Philadelphia teacher, M.S. Age: 32 years. Minimum salary \$600. Write Box 587, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

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CAMP POSITION WANTED by young woman. Either riflery, riding or archery. Have had counselor experience in all. Nine years camping experience, two as junior counselor, four as counselor. College graduate; age: 23. Write L. R. Merritt, 916 West Market, Lima, Ohio.

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PROGRAM DIRECTOR or responsible counselor position wanted by young married man, college teacher, with experience in administration, boating, nature, crafts, and tutoring. Wife, college graduate, willing to assist in program, nature, crafts. Write Box 629, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

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